



Usborne
Phonics Readers

Shark in the park



Usborne Phonics Readers have been created in consultation with a language expert, taking into account the latest research on the most effective ways of teaching reading. Children who have just learned to read can enjoy the lively stories with very little guidance from an adult, gaining the experience and enthusiasm they need to become fully confident readers.

Stephen Cartwright's delightful illustrations complement the text and are designed to stimulate further interest. Fold-out pages add to the enjoyment.

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Supports
synthetic
phonics
learning

Phil Roxbee Cox & Stephen Cartwright

What is synthetic phonics?

Phonics-based reading involves learning to recognize the distinct sounds, or phonemes, that go together to make up words. There are just over 40 phonemes in the English language. Some phonemes correspond to a single letter, like the c-a-t sounds in the word "cat", and others to combinations of letters, such as the sh-ar-k sounds in the word "shark".

Synthetic phonics is the process of reading by *sounding* the individual phonemes in a word, and then synthesizing – running them together – or *blending* them to read the whole word. Children who learn to read using synthetic phonics start by learning the individual phonemes, then soon learn to sound and blend in order to read whole words. This gives them the confidence to read unfamiliar words and tackle new texts, an important step towards independent reading.

Words can be divided into two basic groups: regular phonic words, such as "cat", which can be read by sounding and blending, and words which are wholly or partly irregular. Most words in English are regular, but some very common words, such as "the" and "was", are irregular and have to be learned. When your child meets an unfamiliar word, encourage him or her to read it regularly: children may recognize the irregularity and correct themselves, or you can guide them if necessary.

Read this story with your child, encouraging him or her to sound out the words as you go. Soon, most children will start to sound out the words for themselves. This is an excellent way of helping to develop a fundamental reading skill.

Dr. Marlynn Grant

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Phil Roxbee Cox

Illustrated by Stephen Cartwright

Edited by Jenny Tyler



Language consultant: Marlynn Grant

BSc, CertEd, MEdPsych, PhD, AFBPs, CPsychol

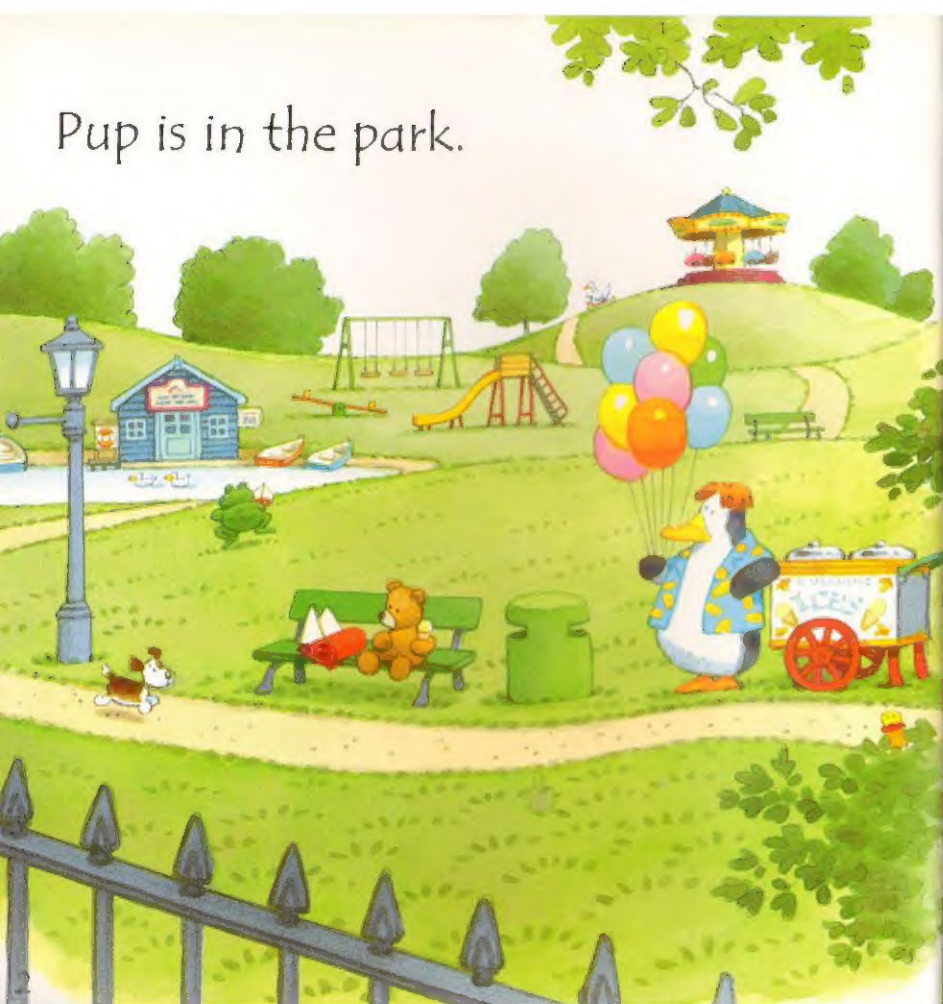


There is a little yellow duck to find on every page.

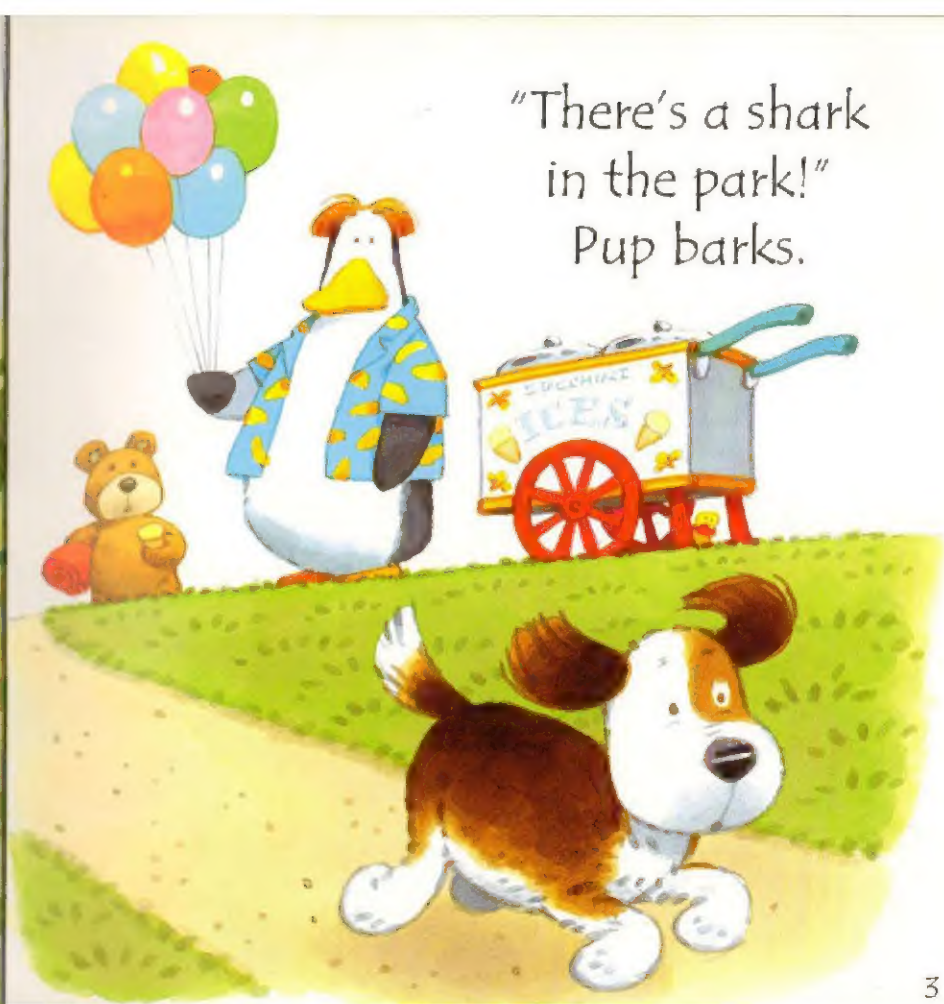
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Pup is in the park.



"There's a shark
in the park!"
Pup barks.



Pup
wakes
Fat Cat.



She meows,
"Why did
you bark?"



"There's a shark
in the park!"
Pup barks.





"It has a sharp,
pointy fin."



Big Pig is lighting a fire.
What a bright spark!



"There's a shark
in the park!"
Pup barks.



"There's a shark
in the park!"
Pup barks.



"It has a
sharp, pointy
nose."



Hen is with her pad and pens.
She makes bright squiggles
and marks.



"There's a shark
in the park!"
Pup barks.



"It has sharp,
pointy..."



"There's a shark
in the park!"
Pup barks.



TEETH!"



Sam Sheep is asleep,
where it's dark.



"There's a shark
in the park!"
Pup barks.



"A shark?"
meows
Fat Cat.



"A shark?"
grunts
Big Pig.



"A shark?"
clucks Hen.



"ZZZZZZ,"
snores Sam
Sheep (still
fast asleep).



"Yes, a shark. There's a
SHARK in the PARK!"
Pup barks.



"Make your way to the lake!"

Up pops Jake Snake.



There's no shark in the park!



It's Jake Snake and his rubber ring!

